

Whole-School Reform Model requires implementation of an evidence-based improvement strategy in partnership with an external provider, as well as focusing on change through addressing school leadership; teaching and learning in at least one full academic content area (including professional learning for educators); student non-academic support; and family and community engagement.

Choose a reform model from USED approved models which meet What Works Clearinghouse evidence standards.

Required Whole School Reform Options – choose 1

- TBD by USED

Choose a reform model developer -

who is an entity or individual that maintains proprietary rights for the strategy or, an entity or individual that has demonstrated record of success in implementing the strategy in one or more low-achieving schools or that, together with a partner LEA, has a high-quality plan for implementing the strategy in a school.

Required

- All areas of External Provider Section in grant application must have detailed descriptions and show capacity to support implementation.

Developing and increasing teacher and school leader effectiveness

- Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)

Required

- Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort

IN Conditions

- Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school **OR** Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort
- Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on:
 - building leadership capacity
 - developing teacher leadership across the building
 - school improvement planning
 - roles, responsibilities, and goals of all leadership members

Comprehensive instructional reform strategies

-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)

Required

- Address teaching and learning in at least one full academic content area (including professional learning for educators)

Options

- Follow chosen reform strategy interventions aligned to data and content area

- Conduct Formative Assessment Development and Training
- Hire and implement the use of instructional coaches
- School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-thrus and reflective feedback to teachers
- Conduct a curriculum audit
- Hire building-level interventionists
- Instructional coach lesson modeling
- Create an intervention plan for students who are behind academically

Comprehensive instructional reform strategies

-Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)

IN Conditions

- Report card accountability disaggregation presented and provided to IDOE at first monitoring visit
- Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement
 - Locally developed or IDOE provided
 - Academic and Behavior Data
 - Subgroups and subpopulations
 - Parental Involvement Focus

Options

- Implement 8-Step Process
- Conduct Formative Assessment Development and Training
- Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities)
- Create a system-wide approach to tracking school data and individual student data
- Analyze formative and summative assessments to respond to student academic, behavioral, and social needs
- Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students
- Utilize a behavior interventionist
- Eliminate bullying or promote tolerance
- Implement a schoolwide “response-to-intervention” model
- SECONDARY- Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate

Comprehensive instructional reform strategies

- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)

Required

- Address teaching and learning in at least one full academic content area (including professional learning for educators)

Options

- Follow chosen reform strategy interventions aligned to professional development
- On-going professional development targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data
- Teachers intentionally communicate learning objectives to students which are aligned to IAS
- Restructure school leadership team to dramatically increase time available for instructional leadership
- Revise the school schedule for professional learning communities
- Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting

Increasing learning time and creating community-oriented schools

- Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)

Options

- Implement culturally competent family and community engagement programs focused on instruction and academic performance
- Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families
- Review and change student enrollment and placement processes to increase family engagement and improve student outcomes
- Engage community partners to provide wrap-around services for students and families
- Create a process to involve family members in school decision –making
- Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support
- Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring

Governance Structure and Support –

a. Adopt a new governance structure, which may include, but is not limited to requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

IN Conditions

- LEA must provide the principal:

- control over people, time, program, and dollars
- an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner
- LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s):
 - Defined district role in the school SIG planning process
 - Designated central office staff member to be part of the SIG process
 - Written support and commitment from local teacher's association regarding flexibility for SIG implementation
 - Monthly monitoring of SIG programming and implementation
 - Evaluation System for programming and implementation of SIG
 - Data review plan
 - Special Populations review plan
 - Fiscal monitoring plan
 - Timeline and responsible parties for all above plans

Options

- Complete a school audit of the use of school funds to guide staffing decisions and implement findings
- Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule
- Allow the school to run under a new governance arrangement, such as a transformation division within the LEA